Via telephone/fax/email (circle as appropriate)

2016-20		G	eneratio	on of	Early C	aivie innov College Hig	h Schools		
Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act					FOI	R TEA USE ONLY Vrite NOGA ID here:		
Grant Period	Fe	February 1, 2017, to May 30, 2018					2.5.2		
Application deadline:	5:0	00 p.m. Cer	itral Time,	, Nove	mber 1, 20	16		n, S ^P	ace date amp here
Submittal information:	mı bir	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin. TX 78701-1494						as Education J	
Contact information:	La	uren Dwigg	jins, <u>laure</u>	n.dwig	gins@tea.t	<u>exas.gov;</u> (512	2) 463-9581	18	ان الله الله الله الله الله الله الله ال
			<u>Sched</u> ı	ule #1-	-General	Information			
Part 1: Applicant Inforn	nati					***************************************	0H44444	T	-
Organization name		County-Dis	strict #		Campus r		. L'OOA	Amendm	ent#
Rio Hondo ISD		031-911			Rio Hono	lo High Schoo	01/001	DUNC #	
Vendor ID #		ESC Regio	on#		de delle de la company de la c		:	DUNS # 0552326	31
74-6001981		01				City	appammuna and an	State	ZIP Code
Mailing address 215 West Colorado					~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	Rio Hondo	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	TX	78583-0220
Primary Contact		ACCORDINATION CONTRACTOR CONTRACT				THOTIONA		L	1
First name			M.I.	- -	name		Title		
Dr. Virginia		******************************		Mille	<u> </u>			for Special Program	
Telephone #			Email ad			FAX #			
(956) 748-1014	·		vgm@ri	onond	loisd.net	**************************************	(956) 748-10	38	
Secondary Contact									
First name			M.I.		name		Title	-4- 0	-1:-4
Oscar				Alan			Grant and D	ata Speci	alist
				ail address FAX # caralaniz36@gmail.com 866-600-0374			A		
956-970-1515				1111230	wgman.cc)III	800-000-037		
Part 2: Certification and		-							
I hereby certify that the info named above has authorize certify that any ensuing pro- application guidelines and i certification requirements, s applicant that this applica- binding agreement.	ed m gran nstri	ne as its repre n and activity uctions, the g sial provisions	esentative will be con general pro and assu	to oblig nducted visions rances.	ate this orgation accordant and assuration and the school and the school at the school and the school are the school and the school are the s	anization in a leg nce with all appl nces, debarmen nedules attached	ially binding con icable federal ar t and suspensic I as applicable.	itractual agr nd state law in certification It is unders	eement. I further s and regulations, on, lobbying stood by the
Authorized Official:									
First name		M.I					Title	rintenden	•
	Ismael Garcia Telephone # Email address					FAX #		L	
Telephone # (956) 748-1000			rcia@rhis					748-1038	
Signature (blue ink prefe	rrec	_			Da	te signed			
Only the legally responsible party n	1	C	on.			10/27	114	701-1	6-108-019

Changes on this page have	bee	n confirmed	with:	For T	Con the	nly is date:	***************************************		
Via telephone/fax/email (circ	de a	s appropriate	∍)		By TE	A staff person:			

Texas Education Agency Schedule #1—General Information Amendment # (for amendments only): County-district number or vendor ID: 031-911 Part 3: Schedules Required for New or Amended Applications An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment. Application Type Schedule Schedule Name New Amended # \boxtimes 冈 General Information 1 冈 N/A Required Attachments and Provisions and Assurances 2 N/A X 4 Request for Amendment Program Executive Summary \boxtimes 5 X 6 Program Budget Summary Payroll Costs (6100) See Professional and Contracted Services (6200) Important 8 Note For 9 Supplies and Materials (6300) Other Operating Costs (6400) Competitive 10 Grants* 11 Capital Outlay (6600) Demographics and Participants to Be Served with Grant Funds 12 \boxtimes 13 Needs Assessment 14 Management Plan X 15 Project Evaluation Responses to Statutory Requirements X 16 X Responses to TEA Requirements 17 Outside Sources of Income and Pre-Existing Content (Required for IHEs) 20 *IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7-Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified. Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than openenrollment charter schools) Enter the start and end dates of your fiscal year in Section 1. In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included. Section 1: Applicant Organization's Fiscal Year End date (MM/DD): Start date (MM/DD): Section 2: Applicant Organizations and the Texas Statewide Single Audit Yes: [No:

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Schedule #2—Required Attachments and Pro	visions and Assurances
County-district number or vendor ID: 031-911	Amendment # (for amendments only):
Part 1: Required Attachments	

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

	Nonprofit organizations, excluding ISDs and open- enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

x	Acceptance and Compliance
\boxtimes	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
\boxtimes	I certify my acceptance of and compliance with the program guidelines for this grant.
	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
\boxtimes	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
\boxtimes	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
\boxtimes	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachme	ents and Provisions and Assurances
County-district number or vendor ID: 031-911	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

nce of and compliance with all program-specific provisions and assurances listed below.

\boxtimes	I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.
#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s)
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9,	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher- education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Texas Education Agency Schedule #2—Required Attachments and Provisions and Assurances (cont.) County-district number or vendor ID: 031-911 Amendment # (for amendments only): The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus 14. c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan) The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a fullday program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are 15. delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.

The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by

a principal or director who is 100% dedicated to the school.

16.

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Schedule #4—Request for Ame	<u>ndment</u>
County-district number or vendor ID: 031-911	Amendment # (for amendments only):
Part 1: Submitting an Amendment	

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the <u>TEA Grant Opportunities</u> page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget							
	Marian (1997)		Α	В	С	D	
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total	
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$	
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$	
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$	
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$	
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$	
6.	Total direct costs:		\$	\$	\$	\$	
7.	Indirect cost (%):		\$	\$	\$	\$	
8.	Total costs:		\$	\$	\$	\$	

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Texas Education Agency Schedule #4—Request for Amendment (cont.) County-district number or vendor ID: 031-911 Amendment # (for amendments only): **Part 4: Amendment Justification** Schedule # Line **Description of Change** Reason for Change Being # Amended 1. 2. 3. 4. 5. 6.

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Changes on this page have been confirmed with:	On this date:
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7.

Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial. *Opening Statement:* Currently, Rio Hondo ISD isn't able to offer the district's students 60 hours of college credit due to limited facilities and resources. The acquisition of the Early College High School Innovative Academy grant will give the district the ability to provide students either an Associate's Degree, or 60 semester hours toward a baccalaureate degree, as well as, provide instruction/training in high-demand occupations.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points) The district designed program, was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating the grant requirements such as to: Enter into an articulated agreement with an Industry and College; Give students the opportunity to graduate with an Associate's Degree or 60 semester hours toward a baccalaureate in a high-demand degree during grades 9–12; Provide an in-kind match of 20-25% through the partnership with the selected industry partners. (10 points); Develop a leadership team to address the issues of the grant; and offer the students the opportunity to receive training in a high-demand occupation, as stated in TEA guidelines.

Furthermore, the district plans to evaluate student outcomes by reviewing students' transcripts before and after the grant funding period to ensure the students are receiving more college credit hours, as well as, conducting staff surveys to determine the progression of the student's academics over the grant funding period. Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these measures, the district will successfully address the needs of the target population.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points) To ensure the design of the proposed program reflects up-to-date knowledge, scientifically based research, and effective practice, the district: reviewed test scores, evaluated community needs, examined instructional practices, and reviewed professional development training that will address those identified needs. The following are the identified community and academic needs:

	COMMUNITY NEEDS ASSESSMENT	
Need (Population 25 and Over)	City	State
Households (w/child under 18) Falling Below Poverty	34.3%	20.4%
No High School Diploma	11.3%	18.5%
Families Falling Below Poverty	20.7%	13.7%
Source: 2014 American Community Su	ırvey	

In addition to the Community Needs Assessment above, the district collected local data included in following chart to indicate the district's academic deficiencies:

	ACADEMIC DEFICIENCIES	
Subject	District	State
Passing In All Core Subjects	67%	77%
College Ready Graduates	78.4%	90.7%
Source: 2014-2015 Texas Academic Progress Report (TAPR)		

As seen in the Needs Assessments above, the district has a high need to implement the ECHS Innovative Academy Grant order to address academic deficiencies that exist at the Rio Hondo High School. Due to the remote location and limited resources, the district's students lack the resources, finances, and intervention necessary to prepare students for the real world. Rio Hondo ISD will take the initiative to address this academic problem by securing collaborative agreements between themselves, an Institution of Higher Education (IHE), AAE Manufacturing, and local law enforcement agencies. This contractual agreement will give the students an opportunity to get academic instruction, as well as, training through internships, externships, apprenticeships, and mentorship programs.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program activities relate directly to the program goals, local objectives, and strategies. (4 points)

The district will implement a program that relates directly to the ECHS Grant goals, objectives, and strategies. The proposed program will support students who are at risk, economically disadvantaged, English language learners, and first-generation college goers. The district will support these students by providing the opportunity to receive an Associate's Degree, or at least 60 semester credit hours toward a Baccalaureate Degree in a high-demand occupation, receive on the job training through internships provided by the partnering industries, and graduate high school with training in a high demand occupation.

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)

The objectives the district wishes to achieve by receiving funding include: Increasing the number of TSI-ready students; Offering an Associate's Degree or 60 semester hours toward a baccalaureate degree, as well as, an education in two Industry Clusters (*Advanced Technologies and Manufacturing and Aerospace and Defense*). Establishing a distinct college-going culture; Increasing the number of college credit hours earned by participating students; and providing experience in a high-demand occupation.

The district will perform this task by partnering with Texas State Technical College (TSTC) and Texas A&M University – Kingsville (TAMU-K), as well as, any other necessary IHEs in order to offer education for the district's students. The district will also partner with not just one, but two industries to ensure the students will receive training/experience in a high-demand occupation. AAE Manufacturing, as well as, local law enforcement agencies will be developing a partnership with Rio Hondo Early College High School.

To ensure these goals and objectives of the grant are met Rio Hondo Early College High School will provide a personalized learning environment by creating a seamless curriculum between high school and college. The partnering industries will provide a work-based experience to students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. In order to ensure that students feel comfortable and are successful in their classroom, coursework, and job training, Rio Hondo ECHS will implement strategies that will help develop a personalized learning and working environment. If a student is not performing at the required level in the Industry field or classroom, the Rio Hondo ECHS Principal and Counselor will personally meet with the student to identify his/her reasons for low performance. This will occur after each progress reporting session and after each report card distribution.

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to increase academic performance and attendance, improve student behavior, and raise promotion rates. These activities include but are not limited to:

- Rio Hondo High School will offer TSI workshops through its Student Success Center to prepare students for the TSI test:
- · Activities to create a college-going culture;
- Summer TSI assessment preparation classes held at the district;
- Internships held at the AAE Manufacturing and local law enforcement agencies;
- Higher education and ECHS teacher workshops; and
- Individualized student career and course counseling.

On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding: The district has ensured that they have received buy-in from all participants, including the school board, district and campus administrators, participating teachers, partnering college/university, and the partnering industries. Throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The acquired resources coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), Carl D. Perkins Career and Technical Education (CTE), and state compensatory funds will ensure student gains are continued after the grant funding terminates.

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Schedule #6—Program Budget Summary County-district number or vendor ID: 031-911 Amendment # (for amendments only): Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act Fund codes: See Notice of Grant Award (NOGA) Grant period: February 1, 2017, to May 30, 2018 **Budget Summary** Class/ Total Cost Program Title Object Admin Cost Budgeted Schedule # Share Cost Code Cost Payroll Costs (6100) 6100 \$157,500 \$157,500 Schedule #7 Professional and Contracted 6200 \$52,476 \$15,000 \$67,476 Schedule #8 Services (6200) \$71,000 \$71,000 Schedule #9 Supplies and Materials (6300) 6300 Other Operating Costs (6400) 6400 \$35,000 \$35,000 Schedule #10 Schedule #11 6600 \$56,500 \$56,500 Capital Outlay (6600) Total direct costs: \$372,476 \$15,000 \$387,476 N/A \$12,524 \$12,524 3.131% indirect costs (see note): \$372,476 \$27,524 \$400,000 Grand total of budgeted costs (add all entries in each column): **Administrative Cost Calculation** \$400,000 Enter the total grant amount requested: × .10 Percentage limit on administrative costs established for the program (10%): Multiply and round down to the nearest whole dollar. Enter the result. \$40,000 This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfill the proposed program.

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		Texas Education Agency				
		Schedule #7—Payroll	Costs (6100)			
Cou	ınty-distr	ict number or vendor ID: 031-911	Amen	dment # (for a	mendments or	ıly):
		Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Aca	demic/l	nstructional				1
1	Teache	3 F				
2	Educat	tional aide (1 aide x \$15,000 x 16 months)	1		\$20,000	
3	Tutor					
Pro	gram M	anagement and Administration				
4	(\$50,00	i director (Principal) 00/annual salary x 16 months)	1		\$66,667	
5		coordinator				
6		er facilitator				
7		er supervisor				
8		ary/administrative assistant		-:		
9		ntry clerk				
10		accountant/bookkeeper				
11		tor/evaluation specialist			<u>l</u>	
Au	ciliary					
12		elor (\$40,000/annual salary x 16 months)			\$53,333	
13		worker				w
14		unity liaison/parent coordinator				
Oth	er Emp	loyee Positions				
21	Title					
22	Title					
23	Title					
24			Subtotal em	ployee costs:	\$140,000	***************************************
Sub	stitute,	Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay				
26	6119	Professional staff extra-duty pay			\$3,500	
27	6121	Support staff extra-duty pay				·
28	6140	Employee benefits			\$14,000	
29	61XX	Tuition remission (IHEs only)		(1		
30		Subtotal substitu			\$17,500	
31	Grand	i total (Subtotal employee costs plus subtotal sub	stitute, extra-d	uty, benefits costs):	\$157,500	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Texas Education Agency Schedule #8—Professional and Contracted Services (6200) Amendment # (for amendments only): County-district number or vendor ID: 031-911 NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Professional and Contracted Services Requiring Specific Approval Grant Cost **Expense Item Description** Amount Share Budgeted Rental or lease of buildings, space in buildings, or land 6269 Specify purpose: Subtotal of professional and contracted services (6200) costs requiring \$0 specific approval: **Professional and Contracted Services** Grant Cost **Description of Service and Purpose** Amount # Share **Budgeted** PEERS (External Evaluator) - Will be responsible for collecting and monitoring the quality and completeness of required federal and state data. The External Evaluator \$15,000 will ensure that the evaluation report is submitted electronically to TEA in a timely ERI/CTC Leadership and Team Building Trainers- Will be contracted to provide high-quality professional development trainings and team building workshops. These \$12,500 2 services will take place throughout the year and will be targeted at teachers, administrators, and high school staff. Parental Component CTC- Will hold a variety of parent workshop sessions. These sessions will cover topics such as: Parent Engagement Goals and Family \$14,976 Partnerships; and Shared Responsibility and Maximizing Learning at Home. Professional Development for Teachers- Will offer a host of professional development trainings that are designed to improve teachers' and staff's leadership \$10,000 TSI Training - Will provide teachers with training on new TSI content and test-taking \$15,000 5 strategies. 6

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Remaining 6200—Professional and contracted services that do not require

Subtotal of professional and contracted services:

specific approval:

7 8 9

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$400,000 for the Early College High School Innovative Academy Grant is reasonable, cost-effective, and adequate to support the program. The budget is reasonable when considering it will target 1 campus, 165 students, 4 teachers, and 2 grant members.

(Sum of lines a, b, and c) Grand total

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. The district assures that these funds will not be decreased due to availability of funds (Assurance 1). Currently, the district does not offer education in any of the high demand Industry Clusters or 60 semester credit hours toward a Baccalaureate Degree; therefore, the proposed activities do not supplant current activities.

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\$67,476

\$67,476

	Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 031-911 Amendment number (for amendments only):			
	Supplies and Materials Requiring Specific Approval		
	Expense Item Description	Grant Amount Budgeted	Cost Share
Tot	al supplies and materials that do not require specific approval:		
clase nair TSI sturition iPa utili Prosturition imma Crima Crima and Crima Cocur Indicate Cocur Indicate Cofficial imma Sturition imma Crima Sturition imma Sturition im	Issroom Supplies/Materials (\$13,000) — Will provide students essential seroom materials such as lumber, hardware, small tools, and supplies (i.e. glue, ls, screws, etc). I Success Materials/Supplies (\$3,000) - Will be utilized to assess and improve dents' TSI instruction and test-taking ability. Ids (\$7,500) - Will be utilized by teachers during instruction and students who will ize with education applications. In Success Materials/Supplies (\$1,000) - Will provide students the ability to fingerprint other dents. In Successional Print Kits (\$1,000) - Will provide students the ability to fingerprint other dents. In Successional Print Kits (\$1,000) - Will provide the Leadership Team with reshments for Leadership Team (\$500) - Will provide the Leadership Team with reshments during the meetings held throughout the year. In-One Learning Clickers with docking cameras (\$15,000) - Will allow students provide responses without interrupting instruction and allowing teachers to view mediate feedback. In Successional Print Kits (\$2,000) - Will be used as a hands on Aerospace and Defense inipulative. In Scene Supplies (\$2,000) - Will provide students the ability to: fingerprint, operly handcuff, and stop and seize individuals. In Scene Supplies (\$2,500) - Will be used as hands on combat training for Aerospace and Defense. In Saws (\$3,400) - Will be utilized by students when performing their internships AAE Manufacturing. In Saws (\$3,400) - Will be utilized by the students and staff to organize riculum/instruction and complete school assignments, substry Related Software (\$10,000) - Will be utilized by teachers to instruct dents on properly using the tools and items in their respective industry. In Supplies and Materials (\$2,500) - Will be utilized to ECHS faculty and staff consumables such as pencils, paper, markers, ink, toner, etc.	\$71,000	
	Grand total:	\$71.000	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

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	Texas Education Agency			
	. <u>Schedule #10—Other Operating</u>	Costs (6400)		
County	y-District Number or Vendor ID: 031-911	mendment number (for	amendments	s only):
	Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips) authorization in writing.	. Requires		
	Specify purpose:			
6412/ Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.				
6413 Stipends for non-employees other than those included in 6419				
6419	Non-employee costs for conferences. Requires authorization in writing.			
	Subtotal other operating costs requi	ring specific approval:	\$0	
MANAGE CONTROL	Remaining 6400—Other operating costs that do not req Travel for teachers to attend staff development and visit Travel for students to the IHEs and industry partner	partnering institutions (\$15,000).	\$35,000	
******************	The state of the s	Grand total:	\$35,000	**************************************

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

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Texas Education Agency

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 031-911

Amendment number (for amendments only):

Grant

Budgeted

Geog—Library Books and Media (capitalized and controlled by library)

#	Description and Purpose	Quantity	Unit Cost	Amount Budgeted	Cost Share
6669	—Library Books and Media (capitalized and c				
1		N/A	N/A		
66X	X—Computing Devices, capitalized				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66X	X—Software, capitalized				
12					
13					
14					
15					
16					
17					
18					
	X—Equipment, furniture, or vehicles				
19	CNC Laser Engraver for Cabinetry	1	\$15,000	\$15,000	
20	Table Saw with Safety Stops	3	\$6,500	\$19,500	
21	Stationary Belt Sander	2	\$5,000	\$10,000	
22	Fuming Chamber	1	\$12,000	\$12,000	
23	Y				
24					
25					
26			,		
27					
28					
66X	X—Capital expenditures for additions, improve ease their value or useful life (not ordinary re	ements, or modifica	tions to capital ce)	assets that ma	aterially
29			<i></i>		
£, ₩		The state of the s			

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Grand total:

\$56,500

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:			2,181		
Category	Number	Percentage	Category	Percentage	
African American	3	.1%	Attendance rate	94.9%	
Hispanic	2,097	96.1%	Annual dropout rate (Gr 9-12)	2.5 %	
White	76	3.5%	Students taking the ACT and/or SAT	73.6 %	
Asian	0	0%	Average SAT score (number value, not a percentage)	1231	
Economically disadvantaged	1,822	83.5%	Average ACT score (number value, not a percentage)	16.2	
Limited English proficient (LEP)	323	14.8%	Students classified as "at risk" per Texas Education Code §29.081(d)	55.1%	
Disciplinary placements	32	1.4%	State assessment data	67%	

Comments

The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. (Application is organized and completed according to instructions-5 points)

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) In order to ensure that the activities are based on an objective set of measures, the following reports were reviewed: Texas Academic Performance Reports (TAPR), Texas Success Initiative (TSI) reports, and the 2014 U.S. Census Reports. Based on the information gathered, it was determined that the campus was in need of programming that would increase academics, increase TSI readiness, benefit at-risk children, and increase the amount of high school graduates with training in a high-demand occupation. Activities selected were researched to determine the validity of each activity and if evidence-based research was available to support the ability to impact the campus needs.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	1	.8%
Hispanic	114	80%	Bachelor's degree	114	80.4%
White	27	19.3%	Master's degree	27	18.8%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	30	21.1%	Avg. salary, 1-5 years exp.	\$40,897	N/A
6-10 years exp.	32	22.5%	Avg. salary, 6-10 years exp.	\$45,592	N/A
11-20 years exp.	39	27.5%	Avg. salary, 11-20 years exp.	\$50,201	N/A
Over 20 years exp.	28	19.9%	Avg. salary, over 20 years exp.	\$56,318	N/A

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Texas Education Agency Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) County-district number or vendor ID: 031-911 Amendment # (for amendments only): Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. PK Κ 2 3 4 5 6 7 8 9 10 11 12 Total **School Type** 1 (3-4)**Public** 30 35 50 50 165 Open-enrollment 0 charter school 0 Public institution Private nonprofit 0 0 Private for-profit TOTAL: 30 35 50 50 165 Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program. PK 8 9 10 11 **School Type** K 2 3 4 5 6 7 12 Total (3-4)4 4 **Public** Open-enrollment 0 charter school 0 Public institution 0 Private nonprofit

As seen in the table above, the school plan provided will not serve more than 100 students per grades 9-12. (5 points)

Private for-profit

TOTAL:

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0

4

4

Schedule #13—Needs Assessment

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEED: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)

Current Achievement. In order to understand the district's current achievement, the district used state and campus data from the Texas Academic Performance Report (TAPR) to determine that the district's current achievement was below par. In fact, over 33% of the district's students did not Meet Standards on 2014-2015 STAAR, compared to 23% for the State of Texas.

Needs Assessment Process: In preparation for the submission of the Early College High School Innovative Grant, the district analyzed the needs of the Rio Hondo High School. Elements of the needs assessment included: Student Demographics, TSI scores, STAAR results, attendance rates, teacher experience and qualifications, instructional programs that are currently being utilized, and the infrastructure that is available for student and teacher use. As a result of this assessment, the magnitude and severity of the problems the school faces are as follows:

CAMPUS DEMOGRAPHICS MET STANDARDS IN STAAR Writing Economically At-Risk Reading Math College Ready Disadvantaged Graduates 67% 70% 60% 54% 55.1% District 83.5% 72% 81% 68% 51.2% 77% State 58.8% TEACHER EXPERIENCE AND QUALIFICATIONS Instructional Staff Less than 5 Years of Experience Professional Staff 53.9% 21.1% 42.1% District 64.6% 50.8% 26.1% State Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)

In addition to the district conducting a local needs assessment, the district also conducted a Community Needs Assessment to determine the number of educationally disadvantaged and low-income families living throughout its community.

COMMUNITY	NEEDS ASSESSMENT	
Need (Population 25 and Over)	City	State
No High School Diploma	11.3%	18.5%
Families Falling Below Poverty	20.7%	13.7%
Households (w/child under 18) Falling Below Poverty	34.3%	20.4%
Source: 2014 American Community Survey		

Description of how needs are prioritized: The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need: Instructional Programs – The campus is in need of supplemental instructional materials and academic curriculum equipment required to provide at-risk students with targeted assistance in their academics, as well as, increased collaboration and materials for the partnering industries; and, Facilities – The campus lacks the of facilities needed to provide students training in a high-demand occupation or offer either an Associate's Degree or 60 semester hours toward a baccalaureate degree; therefore, partnering with industries is necessary.

Desired or required accomplishment: After conducting the local and community needs assessments, the district realizes that they must enter into a partnership with high-demand industries. The district will ensure it sustains these partnerships in hopes that they will be able to provide at-risk students with ways to financially sustain themselves right after graduating high school.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

to s	o space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Identified Need	How Implemented Grant Program Would Address		
1.	The district has an average ACT score of 17.2, which is 3.4 points less than the average score for the State, 20.6. The district also found that their average SAT score was 1231, which is 186 less than the average score for the State, 1417. (Source: 2014-2015 Texas Academic Performance Report-TAPR) Needs have been identified and strategies have been described. (10 points)	In order to improve the academic deficiencies as noted in the district's needs assessment, the district will align and purchase curriculum and instructional materials. This will allow the district to increase student's outcomes which will be measured by monitoring/compliance tools. Staff will also be invited to attend district and trainer provided professional development training relevant to curriculum, technology, software, and data collection.		
2.	The district currently lacks the education and industry experience to qualify its students to work in the real world. In fact, only 54% of the students graduating high school are classified as being college ready, in comparison to 68% as the average for the state. (Source: 2014-2015 TAPR)	The district will help qualify their students by partnering with AAE Manufacturing and local law enforcement agencies to provide them real world experiences in multiple Industries, as well as, an education in the multiple Industry Clusters. This added experience in a high-demand occupation will lead to a decrease in unemployment rates, as well as, more responsible and self-sustaining individuals.		
3.	The district has 55.1% of its student population that are at-risk, compared to 51.2% for the state. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	In order to ensure the district addresses the TSI preparatory and industry needs of these at-risk children, the district will provide professional development that is customized to the at-risk and underrepresented population.		
4.	The district had a low amount of highly-qualified personnel. In fact, only 18.8% of the district's teachers have a Master's degree, in comparison to 23.4% for the State. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	The district will address this by working with a partnering college and industries to ensure there is year around staff training and professional development. The district will ensure that their staff attend all relevant Fall, Spring, and Summer professional development (PD) and teacher trainings, as well as, have the partnering college and industries have input in the professional development and teacher trainings that should take place.		
5.	The district has a remarkably low percentage of of instructional staff in place at 53.9% in comparison to 64.6% for the state's average. (Source: Texas Academic Progress Report-TAPR) Due to low number of instructional staff, the district is in desperate need for additional professional development trainings to ensure high qualified personnel and staff are in place for the Early College High School Innovative Academy Grant.	The district will work with a partnering college and industries to ensure there is year-round staff training and professional development.		

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Texas Education Agency Schedule #14—Management Plan County-district number or vendor ID: 031-911 Amendment # (for amendments only): Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Desired Qualifications, Experience, Certifications Desired Qualifications (5 points) Title Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must Program Director 1. have a minimum of 3 years of experience in supervisory of small to medium teams and (Assurance 16) experience in data reporting. Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Curriculum & Developing curricular goals and outlines for new curriculum and curriculum updates and 2. Instruction experience in conducting research and consulting with faculty, staff, and business Director representatives in the design and development of new curriculum. The individuals conducting services will be required to have a minimum of a Bachelor's Degree in Region One ESC 3. a related field and a minimum of 5 years of experience in High School education. Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in examining records, conducting interviews, and 4. Career Counselor working with the Leadership Team and Industry Liaisons to administer aptitude and achievement tests that assist students in choosing careers. Must be degreed, skilled, and trained in their respective industry. Experience: At least 3 years of 5. Industry Liaisons job experience in their respective industry, as well as, ability to development and implement hands-on industry experiences. Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. # Objective Milestone Begin Activity **End Activity** 5/30/2018 Career Counselor will bi-annually track credit hours 03/01/2017 Increase the through student transcripts. number of college 1. 2. Promote school courses utilizing social media outlets. 04/01/2017 5/30/2018 credit hours earned 3. Leadership Team will meet regularly to see what 03/01/2017 5/1/2018 by students. additions could be made to improve the ECHS program. 05/01/2017 1. Quantitative reports will be reviewed to ensure the 5/1/2018 increase in TSI-ready students. Increase the 2. An improvement in TSI scores. 2. number of TSI-02/01/2017 5/30/2018 ready students. 3. District and Industries will host a minimum of two annual 04/01/2017 4/01/2018 parent/student meetings. 1. Meetings will be held 4 times a year to share updates, 04/01/2017 5/30/2018 educational strategies, and progress. Collaboration Provided industry-related PD trainings relevant to ECHS opportunities for 2. 04/01/2017 5/1/2017 3. the ECHS and teachers. higher education 3. Ensure staff attend professional development trainings 03/01/2017 11/01/2017 faculty. on newly purchased curriculum, industry-related software, and technology. 1. Activities each semester will promote supportive 02/01/2017 5/30/2017 Establish a distinct instruction for all students. 4. college-going 2. 2 ECHS faculty workshops to discuss issues and ensure 04/01/2017 5/30/2017 culture all faculty continues to support the college-going culture. 03/01/2017 Quantitative reports will be reviewed to ensure an Increase student 1. 5/30/2017 increase students' Industry-related experiences. industry 5. experience before 2. Monitor for compliance and effective practices. 02/01/2017 5/30/2017 graduating High

Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points) Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Identify weaknesses of the grant and provide solutions.

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5/30/2017

04/01/2017

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 points) In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the program logs found at the industries and classroom to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from campus participants, including district and campus administrators, teachers, school board members, parents, and the designated Industry liaisons. Throughout the term of the grant, the district will continue to meet regularly with administrators, teachers, board members, the designated Industry liaisons to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points) The district currently does not offer 60 semester credit hours toward a baccalaureate degree in any of the high demand industry Clusters; nor does it have a Career Counselor to help students in understanding the careers that fall under the Aerospace and Defense or Advanced Technologies and Manufacturing Industry Clusters. The recent decrease in state and federal funding has made it impossible for the district to implement a new program that establishes a distinct college-going culture. However, the district can support the added costs that will be associated with the Early College High School Innovative Academy Grant should it be funded to include items such as: utilities, building use, maintenance, technology, etc.

Moreover, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's **plan for sustainability** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
	Qualitative Data:	1.	Positive feedback is received on teacher/parent/student interaction.
1.	Parent/Student	2.	Positive feedback is received on teachers' instruction.
	Surveys (EVAL-2 points)	3.	Positive feedback is received on Industry liaison interaction with students.
	Quantitative Data: Evaluation	1.	Increase in the number of TSI-ready students.
2.	of Students' Learning	2.	Report cards, classwork, and benchmarks demonstrate progress.
		3.	Increase in average number of college credit hours earned by students.
	Professional	1.	ECHS teachers and higher education staff actively participate in
	Development Feedback		collaboratives.
3.		2.	A minimum of four district and industry staff attendance trainings are offered.
		3.	Teachers volunteer to attend other trainings they see fit.
	Classroom/industry	1.	Student engagement increased in the classroom and designated industries.
4.	Observations	2.	Increase in the number of industry experiences provided to the students.
	variation of the state of the s	3.	Well-defined learning activities are provided and completed.
	Review Use of	Industry/Teachers provide effective approaches in higher-order thinking.	
_	Industry/Teacher Course	2.	Industry/Teachers integrate an understanding of facts, concepts, and
5.	Materials		Principals.
		3.	Industry/Teachers provide multiple, varied examples to illustrate skills.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods of evaluation clearly related to the intended results of the project. (3 points) The district will collect data including program-level data, number of participants served, and student-level academic. It will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a college-going culture; Hours of industry experience provided to students; Number of opportunities ECHS teachers and higher education faculty collaborate through planning, teaching, and professional development (Assurance 11); Number of students engaged in TSI- success activities; and Hours of college credit earned by students.

Evaluation design includes processes for collecting data, including program-level data. (3 points) Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Furthermore, parents of ECHS students will also participate in surveys that will provide feedback on the teachers' instructional strategies and coursework. Finally, the Industry Liaisons will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis in order to provide the Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, and Texas Success Initiative (TSI) reports to determine an increase in student academics.

Formative evaluation processes outlined and addressed throughout the grant project. (2 points) Data collected will allow the district, Industry Liaisons, and contracted consultants the ability to determine whether the professional development trainings are positively impacting the students and teachers. Problems identified and corrected: Areas of concern will be discussed and modifications will be made regularly to the proposed plan, as needed.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- a. provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- c. include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- d. provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will partner will Texas State Technical College (TSTC) and Texas A&M University – Kingsville (TAMU-K), as well as, any other necessary Institution of Higher Education (IHE) in order to provide a course of study that enables ECHS participating students to combine high school courses and college-level courses during grade levels 9 through 12. As reassurance of the partnership made, the district has attached a signed Memorandum of Understanding (MOU) with all the dual credit partners involved in the grant. (2 points) This agreement will give the district's students post-secondary education and training opportunities. Thus, making them a more self-sustaining individual right after their high school graduation.

Due to the district's articulated agreement between the district and IHEs (5 points), the participating students will be provided the opportunity to either earn an Associate's Degree in a high-demand occupation, or at least 60 semester credit hours towards a baccalaureate degree by the time they graduate high school (Assurance 12).

To ensure students get to reap all the benefits of the ECHS Grant, the district will coordinate outreach and awareness activities to identify and recruit potential participants. These activities include but are not limited to:

- Parents of 8th and 9th graders and students will be invited to an orientation that discusses the program;
- 8th and 9th grade students and parents will be encouraged to ask questions to the ECHS staff;
- 8th grade counselor will have the ECHS information available for any student/parent not present at the meeting;
 and
- The district will administer a Texas Success Initiative (TSI) Assessment to all incoming 9th-graders who are
 accepted in to the ECHS Progam to assess their college readiness level; thus, enabling students to begin college
 courses as soon as possible (Assurance 13).

During the design of the Early College High School Innovative Academy Grant, the district acquired Letters of Support from Texas State Technical College (TSTC), AAE MAnurfacturing (Industry Partners), and the High School Principal. (5 points per partnership) Additional parnterships and Letters of Support will be developed if the grant is funded and an ECHS Innovative Academy is approved.

The district along with the partnering college will offer the participating students flexibility in class scheduling and academic mentoring. This will ensure the students have the opportunity to still learn the instructional material even while having other agreements outside of the classroom (sports, school clubs, jobs, etc.).

In conclusion, the district will partner with Texas State Technical College (TSTC) and Texas A&M University – Kingsville (TAMU-K), as well as, AAE Manufacturing and local law enforcement agencies to not only educate the district's students, but provide them real-world experiences in high-demand occupations. Providing students, a flexible schedule keeps them from feeling overwhelmed in the classroom or at the Industries, this in turn will produce the best results possible for the Early College High School Innovative Grant Program.

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Texas Education Agency	
Schedule #16—Responses to Sta	tutory Requirements (cont.)
County-district number or vendor ID: 031-911	Amendment # (for amendments only):
Statutory Requirement 1 (continued)	
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Texas Education Agency Schedule #17—Responses to TEA Program Requirements County-district number or vendor ID: 031-911 Amendment # (for amendments only): TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. The district has an established partnership with Workforce Solutions of the Cameron County. The Workforce Solutions of the Cameron County will serve to the district as a link to the public workforce system. The workforce development board has the ability to facilitate partnerships between local businesses with similar training needs. Furthermore, they also utilize labor market information to develop strategies that focus their resources on particular high-demand occupations in their region. This partnership with Workforce Solutions of the Cameron County will give the district an opportunity to identify the following occupations as high demand: Roofers, Plating and Coating Machine Setters, and Buffing/Lapping/Grinding Machinists. Due to the additional information that Workforce Solutions of the Cameron County provided, the district will be able to provide its students a better opportunity to work in high-demand occupations, as well as, get into the proper trainings and programs t nmbhat lead into these occupations. (20 points)

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- a. Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- b. Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- c. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- d. Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- e. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As proof the of agreement, the district has attached a signed agreement of the selected industries they plan to partner with (2 points). These industries provide jobs under high demand Industry Clusters which fall in line with the TEA program Guidelines.

These Industry Liaisons will serve as an active member on the ECHS Leadership Team which will consist of the Industry Liaisons, the district's Superintendent, high school principal, primary dual credit partner, and a college/university.

The selected industry will assist in the development and implementation of experiences, including mentorship programs, internships, externships, and/or apprenticeships. This will expose students to applied learning and real-world work activities in identified high-demand occupations (Assurance 5). These activities will be providing in-kind match of \$80,000 which equals to 20% of the grant award (10 points). (5 points)

To ensure the Industry Liaisons interact directly and frequently with ECHS staff, the district will invite the Liaisons from AAE Manufacturing and future industry partners to the campus' Fall, Spring, and Summer trainings, giving the industry liaisons the opportunity to participate in the development of curriculum (Assurance 3/4). This will ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupation, as well as, it includes industry recognized credentialing as part of degree plan design.

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Texas Education Agency Schedule #17—Responses to TEA Program Requirements (cont.) County-district number or vendor ID: 031-911 Amendment # (for amendments only): TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. The district wants both students coming from privilege, and at-risk students to have the opportunity to provide for themselves after graduating high school. The district plans to do this by offering a full-day program at the ECHS campus (Assurance 15), as well as, offering 100% of the students access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. The district will do this by partnering with AAE Manufacturing and local enforcement agencies. These industries have expressed a commitment to provide additional learning opportunities to the district's students, as well as, the following activities throughout the student's high school career: internships, externships, apprenticeships, and mentoring (20 points). (2 points) This plan will ensure the students receive rigorous activities making them more responsible. This added responsibility will allow the ECHS students to swiftly transition into adulthood.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will employ a Career Counselor that serves only students of the ECHS Innovative Academy Grant. The district will do this by using a portion of the grant funds as salary for the Career Counselor (Assurance 6). The district has set the following requirements when deciding who the best Career Counselor would be for this program:

Education:

- Must have a minimum of a Bachelor's Degree in Education or a related field.
- Must have a Master's Degree in Counseling, with experience in Career and Technical Education (CTE) preferred.

Experience:

- Helping students select the right schools or programs for their needs,
- Helping students locate sources of financial support to pay for school and other training programs for the future,
- Administering aptitude and achievement tests, and
- Assisting in helping students choose careers.

With these requirements, the district believes they will employ a highly-qualified Career Counselor, that will serve the students to his/her best ability.

The district will also put together a list of responsibilities the Career Counselor will be held accountable for. This will ensure the counselor only serves ECHS students and is able to do his/her job to the best of his/her ability. These responsibilities include:

- Administer personality and interest inventories;
- Use achievement and aptitude tests to help students get a better idea of what they are good at;
- · Advise students about what courses and educational programs they need for particular careers; and
- Help students select the right schools or programs for their needs
- Help students locate sources of financial support to pay for school and other training programs for the future.

In conclusion, the will district put together a list of responsibilities and requirements necessary for their Career Counselor in hopes they find the most high-qualified Counselor possible.

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Texas Education Agency Schedule #17—Responses to TEA Program Requirements (cont.) County-district number or vendor ID: 031-911 Amendment # (for amendments only): TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. The district has entered into a signed articulation agreement with Texas State Technical College (TSTC) that addresses the statutory requirements set by TEA and the State. (2 points). The IHE will ensure that high-qualified teachers are hired at the district and are conducting the class in an appropriate manner. The College will do this by sending an assigned individual to serve on the Leadership Team, which gives this individual not only insight on how the district works but gives, him/her access to perform walk-throughs and routine check-ups. The IHEs will also issue a college Student Identification Card. This ID will enable students to log into the IHEs corresponding student portal. The IHE will provide the district's students the following items through their online account: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course. These IHEs fit perfect with TEA guidelines because the secondary and post-secondary education they offer falls under both the Advanced Technologies and Manufacturing and the Aerospace and Defense Industry Clusters. The IHEs offer(s) the countless programs of study that will ensure students receive additional education under the high-demand occupations identified by the ECHS Innovative Academy Guidelines. (2 points) In conclusion, the IHEs will provide students an opportunity to span their education in secondary and post-secondary high-demand occupations. This will be performed through certified college personnel, as well as, the students portal which allows students to stay in constant communication with their teachers and the college.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district goal is to provide students the opportunity to complete a Bachelor's Degree within two-three years of graduating from high school. To do this, the district will provide a crosswalk that identifies post-secondary coursework required by the student. The district will create a crosswalk that not only **identifies** the **required** coursework that needs to be completed, but all other aspects that factor into doing well in college. The district will address the following criteria of each student when creating their crosswalk: academic support, social support, college-readiness, and college access. The district plans to address these subjects in the following manner:

Academic: The district will provide a personalized learning environment by creating a seamless curriculum between the high school and Texas State Technical Colleg, as well as, Texas A&M University – Kingsville (TAMU-K) and any other future IHE partner. The campus will provide a work-based experience for its students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. The Career Counselor will meet with the students throughout the year to discuss what courses the student has currently taken, as well as, identify the coursework that needs to be completed to ensure they stay on their selected career pathway. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school will implement strategies that will help develop a personalized learning environment. For example, if a student is not performing at the required level in two or more college courses, the Principal and Career Counselor will personally meet with the student to identify the reason for the student's low performance. This will occur, if required, after each 6-week report card distribution, or as needed.

Social: The social and emotional support of the students will be crucial to maintain in order to improve attendance and ensure academic success. The campus will ensure it provides continuous social and emotional support to the students by hiring a Career Counselor. This will be developed by offering individualized career and course planning to all students, setting up Individual Graduation Plans, assisting in personal or family matters, and providing social and emotional advisement. Moreover, group sessions will be provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences will be set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well.

College Readiness: The ECHS campus will provide students with a variety of college readiness services including, but not limited to: Texas Success Initiative (TSI) Assessment; Academic planning for college; college exploration and selection; college admission; assistance with financial aid applications; SAT/ACT and TSI preparation; and transitional services from high school to college enrollment. These services will be provided by both the district and the IHEs to encourage early college planning and provide guidance through the college admission and financial aid processes.

College Access: The ECHS students will be issued a college Student Identification Card, this will enable students to log into the IHEs student portal. The IHEs will provide the district's students the following items through their portal: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

In conclusion, the district will provide a crosswalk that not only identifies what coursework needs to be taken by each student, but all aspects that need to be addressed when taking college courses. This will ensure the district's students are put into a position to succeed at their coursework and after they graduate high school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Rio Hondo Early College High School Leadership Team will be charged with providing expert information and feedback of best practices that will help students in their journey of achieving their college goals (Assurance 7/8).

Each member will be responsible for sharing and discussing agenda items and conveying information respective to their areas of expertise. Their expertise and input will play a vital role in the support and success of Rio Hondo Early College High School. The following individuals will make up the Leadership Team for the ECHS Innovative Academy Grant:

- Superintendent: Will assure program is supported at the district level and will assist with program maintenance and sustainability.
- ECHS Principal: Will oversee all aspects of the ECHS Program including maintaining the budget for the school, providing curriculum oversight, providing program sustainability, coordinating staff development, monitoring student enrollment, maintaining communication with the IHEs, AAE Manufacturing, and local law enforcement agencies, overseeing staff and building maintenance, among other duties.
- **Primary Dual Credit Partner:** Will assure program is supported at the college level and will assist with program maintenance and sustainability at their respective college.
- College/University Partner: Will oversee that the department heads at their respective college have seats
 available for the ECHS students, programs are made available to ECHS, and that updates are provided to
 ECHS staff.
- Industry Partner: Will assist with program implementation at their respective Industry, provide training and assistance to the ECHS Career Counselor, assist with registration, and attend parent trainings in order to provide information to parents on their respective Industry.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-911

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the district will continue to meet the goals of the Industry Cluster Name Innovative Academy ECHS beyond period of the grant program, the district has proposed a sustainability plan. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches/procedures to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and Continue building public-private partnerships.

In conclusion, this sustainability plan will assure that once the program is over, the district will be able to fund academic

preparation classes, academic interventions, and waiver fees associated with assessments. (10 points)

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County-district number or vendor ID: 031-911

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rio Hondo ISD will develop a school plan that targets and enrolls: at risk, economically disadvantaged, English language learners (ELL), and first-generation college goers. Rio Hondo ISD will work in unison with IHEs to affirm equitable access to at-risk, as well as, subpopulations of at-risk students. The subpopulations of these students include: potential first-generation college students of low socio-economic status, African American, Hispanic of limited English proficiency, or others that are historically underrepresented in college courses.

Rio Hondo ISD will perform outreach and awareness activities to identify and recruit not only these specific students for enrollment, but students who just wish to accelerate their completion of high school. All students will be made aware of dual enrollment opportunities beginning in middle school grades and each year thereafter. Information will be provided through counselor presentations and conferences, school websites, dual enrollment publications, school curriculum guides and the annual registration process. The student recruitment and admission process to the ECHS will be as follows:

- RHISD feeder middle school.
- Reside in Rio Hondo ISD boundary zone.
- All 8th grade students will be addressed.
- All parents of 8th graders and students will be given an orientation of the program early in the spring semester.
- · Students and parents will be given an overview of the ECHS model.
- 8th grade students and parents will be encouraged to ask questions to the ECHS staff.
- 8th grade students will be given an application and be encouraged to apply to the ECHS.
- 8th grade counselor will have the ECHS applications available for any student/parent not present at the meeting.
- 8th grade students will submit their application to their 8th grade counselor and later picked up by the ECHS
 Counselor.

In conclusion, Rio Hondo ISD will develop a school plan that targets the intended population of the grant. Due to Rio Hondo ISD not being a very large district, the district will be able to target all the students without going over the 100 students per grade level 9-12 limit.

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Schedule #18Equitable Access and Participation				
County-District Number or Vendor ID: 031-911 Amendment number (for amendments only):				
No Ba				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups			
Barrie	r: Gender-Specific Bias			
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	\boxtimes	\boxtimes	
A02	Provide staff development on eliminating gender bias			
A03	Ensure strategies and materials used with students do not promote gender bias		\boxtimes	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender			
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender			
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program			
A99	Other (specify)			
Barrie	r: Cultural, Linguistic, or Economic Diversity			
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	\boxtimes		\boxtimes
B02	Provide interpreter/translator at program activities	\boxtimes	\boxtimes	\boxtimes
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.			
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds			
B05	Develop/maintain community involvement/participation in program activities			
B06	Provide staff development on effective teaching strategies for diverse populations		\boxtimes	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity		\boxtimes	
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider			
B09	Provide parenting training		\boxtimes	\boxtimes
B10	Provide a parent/family center			
B11	Involve parents from a variety of backgrounds in decision making		\boxtimes	\boxtimes

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Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: 031-911 Amendment number (for amendments only): Barrier: Cultural, Linguistic, or Economic Diversity (cont.) Strategies for Cultural, Linguistic, or Economic Diversity Students Teachers **Others** Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to П B12 the school Provide child care for parents participating in school activities **B13** Acknowledge and include family members' diverse skills, talents, and **B14** knowledge in school activities Provide adult education, including GED and/or ESL classes, or family \Box П **B15** literacy program Offer computer literacy courses for parents and other program \Box **B16** beneficiaries \times Conduct an outreach program for traditionally "hard to reach" parents **B17** Coordinate with community centers/programs \Box **B18** Seek collaboration/assistance from business, industry, or institutions of П \times \boxtimes B19 higher education Develop and implement a plan to eliminate existing discrimination and the \Box \Box \Box effects of past discrimination on the basis of race, national origin, and B20 color Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national \Box B21 origin, and color Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the П \Box B22 Provide mediation training on a regular basis to assist in resolving B23 disputes and complaints Other (specify) B99 Barrier: Gang-Related Activities Students Teachers Others # Strategies for Gang-Related Activities X Provide early intervention C01 Provide counseling 冈 C02

Conduct home visits by staff C03 Provide flexibility in scheduling activities X X C04 \Box Recruit volunteers to assist in promoting gang-free communities C05 Provide mentor program C06 Provide before/after school recreational, instructional, cultural, or artistic П C07 programs/activities

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Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: 031-911 Amendment number (for amendments only): Barrier: Gang-Related Activities (cont.) Others # Strategies for Gang-Related Activities Students **Teachers** C08 Provide community service programs/activities \boxtimes \boxtimes C09 Conduct parent/teacher conferences П C10 Strengthen school/parent compacts C11 Establish collaborations with law enforcement agencies C12 Provide conflict resolution/peer mediation strategies/programs Seek collaboration/assistance from business, industry, or institutions of C13 \Box higher education Provide training/information to teachers, school staff, and parents to deal C14 \Box П with gang-related issues Other (specify) C99 **Barrier: Drug-Related Activities Students Teachers** Others # Strategies for Drug-Related Activities Provide early identification/intervention \times X D01 Provide counselina X D02 П Conduct home visits by staff D03 П Recruit volunteers to assist in promoting drug-free schools and D04 \Box communities \Box П Provide mentor program D05 Provide before/after school recreational, instructional, cultural, or artistic \Box \Box D06 programs/activities D07 Provide community service programs/activities Provide comprehensive health education programs П D08 Conduct parent/teacher conferences \boxtimes D09 П \times D10 Establish school/parent compacts \Box П D11 Develop/maintain community collaborations П Provide conflict resolution/peer mediation strategies/programs D12 Seek collaboration/assistance from business, industry, or institutions of П \Box П D13 higher education Provide training/information to teachers, school staff, and parents to deal П П П D14 with drug-related issues Other (specify) П D99 **Barrier: Visual Impairments**

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Strategies for Visual Impairments

Provide early identification and intervention

Provide program materials/information in Braille

#

E01

E02

Others

Students

Teachers

Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: 031-911 Amendment number (for amendments only): **Barrier: Visual Impairments** Students **Teachers** Others # Strategies for Visual Impairments E03 П Provide program materials/information in large type П П Provide program materials/information in digital/audio formats E04 Provide staff development on effective teaching strategies for visual П E05 impairment П E06 Provide training for parents Format materials/information published on the internet for ADA П E07 accessibility П Other (specify) E99 Barrier: Hearing Impairments # Strategies for Hearing Impairments F01 Provide early identification and intervention П F02 Provide interpreters at program activities П F03 Provide captioned video material П \Box Provide program materials and information in visual format F04 F05 Use communication technology, such as TDD/relay Provide staff development on effective teaching strategies for hearing \Box П F06 impairment F07 Provide training for parents Other (specify) F99 Barrier: Learning Disabilities **Students Teachers** Others Strategies for Learning Disabilities # Provide early identification and intervention П G01 П П \Box G02 Expand tutorial/mentor programs Provide staff development in identification practices and effective \Box П G03 teaching strategies Provide training for parents in early identification and intervention G04 \Box Other (specify) G99 Barrier: Other Physical Disabilities or Constraints Students **Teachers** Others Strategies for Other Physical Disabilities or Constraints # Develop and implement a plan to achieve full participation by students П П H01

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with other physical disabilities or constraints

Provide training for parents

Other (specify)

H02

H03

H99

Provide staff development on effective teaching strategies

П

П

Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: 031-911 Amendment number (for amendments only): Barrier: Inaccessible Physical Structures Strategies for Inaccessible Physical Structures **Students Teachers** Others # Develop and implement a plan to achieve full participation by students \Box J01 with other physical disabilities/constraints Ensure all physical structures are accessible \sqcap J02 J99 Other (specify) Barrier: Absenteeism/Truancy **Teachers** Others Strategies for Absenteeism/Truancy **Students** # X Provide early identification/intervention 冈 X K01 \times Develop and implement a truancy intervention plan \boxtimes \boxtimes K02 Conduct home visits by staff K03 Recruit volunteers to assist in promoting school attendance \Box \Box K04 K05 Provide mentor program Provide before/after school recreational or educational activities П П K06 X \boxtimes П K07 Conduct parent/teacher conferences П XStrengthen school/parent compacts K08 Develop/maintain community collaborations K09 Coordinate with health and social services agencies K10 Coordinate with the juvenile justice system K11 Seek collaboration/assistance from business, industry, or institutions of П K12 higher education Other (specify) K99 **Barrier: High Mobility Rates** Students **Teachers** Others Strategies for High Mobility Rates # Coordinate with social services agencies \times L01 Establish collaborations with parents of highly mobile families \times L02 Establish/maintain timely record transfer system L03 L99 Other (specify) Barrier: Lack of Support from Parents **Students** Teachers Others

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Strategies for Lack of Support from Parents

Develop and implement a plan to increase support from parents

Conduct home visits by staff

#

M01

M02

 \boxtimes

Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: 031-911 Amendment number (for amendments only): Barrier: Lack of Support from Parents (cont.) **Teachers** Others Strategies for Lack of Support from Parents **Students** M03 Recruit volunteers to actively participate in school activities П П M04 Conduct parent/teacher conferences M05 Establish school/parent compacts M06 Provide parenting training П M07 Provide a parent/family center \Box П П M08 Provide program materials/information in home language П M09 Involve parents from a variety of backgrounds in school decision making П Offer "flexible" opportunities for involvement, including home learning П П \Box M10 activities and other activities that don't require coming to school П П \Box Provide child care for parents participating in school activities M11 Acknowledge and include family members' diverse skills, talents, and П \Box M12 П knowledge in school activities Provide adult education, including GED and/or ESL classes, or family \Box M13 literacy program П Conduct an outreach program for traditionally "hard to reach" parents M14 П M15 Facilitate school health advisory councils four times a year M99 Other (specify) **Barrier: Shortage of Qualified Personnel Teachers** Others Strategies for Shortage of Qualified Personnel **Students** \times \times N01 Develop and implement a plan to recruit and retain qualified personnel Recruit and retain personnel from a variety of racial, ethnic, and language N02 minority groups П \boxtimes \boxtimes Provide mentor program for new personnel N₀3 П N04 Provide intern program for new personnel \boxtimes \times П Provide an induction program for new personnel N05 \times \boxtimes N06 Provide professional development in a variety of formats for personnel П \times Collaborate with colleges/universities with teacher preparation programs N07

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N99

#

P01

P02

Other (specify)

and benefits

Barrier: Lack of Knowledge Regarding Program Benefits

program activities and benefits

Strategies for Lack of Knowledge Regarding Program Benefits

Publish newsletter/brochures to inform program beneficiaries of activities

Develop and implement a plan to inform program beneficiaries of

Others

 \times

Students

П

П

Teachers

П

Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: 031-911 Amendment number (for amendments only): Barrier: Lack of Knowledge Regarding Program Benefits (cont.) Others Strategies for Lack of Knowledge Regarding Program Benefits Students **Teachers** Provide announcements to local radio stations, newspapers, and \Box \Box П P03 appropriate electronic media about program activities/benefits П P99 Other (specify) Barrier: Lack of Transportation to Program Activities **Students Teachers Others** Strategies for Lack of Transportation Provide transportation for parents and other program beneficiaries to \Box П Q01 Offer "flexible" opportunities for involvement, including home learning П П Q02 activities and other activities that don't require coming to school Conduct program activities in community centers and other neighborhood Q03 locations \Box Q99 Other (specify) Barrier: Other Barriers **Students Teachers** Others # Strategies for Other Barriers Other barrier Z99 Other strategy Other barrier П Z99 Other strategy Other barrier \Box Z99 Other strategy Other barrier П Z99 Other strategy Other barrier П \Box Z99 Other strategy Other barrier Z99 Other strategy Other barrier П П П Z99 Other strategy Other barrier П П Z99 Other strategy Other barrier Z99 Other strategy Other barrier \Box П П Z99 Other strategy

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Texas Education Agency Schedule #20—Outside Sources of Income and Pre-Existing Content County-district number or vendor ID: 031-911 Amendment # (for amendments only): Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized. NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary. Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov). # Grantor **Grant Period** Amount \$ 1 2 \$ \$ 3 \$ 4 Total: Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds. The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein. Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA. # Title Date Developed 1 2 3 4 5 6 7 8 9 10

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:	



Rio Hondo High School

215 W. Colorado Ave. Rio Hondo, TX 78583

Mrs. Liz Valdez, Principal

Telephone (956) 748-1200 Fax (956) 748-1240

October 25, 2016

To Whom It May Concern:

As the Rio Hondo High School Principal, I, Elizabeth Valdez, am pleased to offer my full support in the establishment of an Innovative Academy Early College High School (ECHS). I strongly believe and support the mission of an Innovative Academy ECHS campus to provide learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as, to provide students opportunities to earn post-secondary course credit prior to high school graduation.

If awarded, Rio Hondo High School students would be provided the opportunity to earn relevant credit hours equal to an Associate's Degree and allow these same hours to transfer to the college partner for this grant. Due to the high percentage of Economically Disadvantaged students in our region, our campus and district are well aware that many of our students will not have the tools and guidance needed to attend a higher education institution. Having an Innovative Academy ECHS campus will help raise awareness and will encourage students to earn credit hours and understand the importance and value of having an education.

Rio Hondo High School has the capacity to support the Innovative Academy ECHS Program to be successful including an in-kind match of up to \$20,000. Furthermore, the board members and the administrative staff of Rio Hondo ISD offer their full support to the establishment of the Innovative Academy ECHS campus staff. The administrators and board members will work closely with the Innovative Academy ECHS Leadership Team to prepare students to not only be college-ready graduates, but successful, college scholars!

Should you have any questions or require further verification, please do not hesitate to contact me at (956) 748-1201.

Sincerely,

Elizabéth Valdez

RHISD High School Principal



October 28, 2016

To Whom It May Concern:

As the C.E.O. - Chief Executive Officer of A.A.E. Manufacturing Company, Inc., I am pleased to write this letter in support of Rio Hondo High School's Innovative Academy Early College High School (ECHS) Grant Program. If awarded the Innovative Academy ECHS grant, A.A.E. Manufacturing assures it will remain committed to working with the High School and its partnering Institution of Higher Education in preparing students for employment in high-demand occupations within the approved industry cluster.

A.A.E. Manufacturing will work with the district to develop and implement applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling. In addition, A.A.E. Manufacturing will commit to the following services:

- Serve as an active member of the Innovative Academy ECHS Leadership Team;
- Ensure a liaison that from our business interacts directly and frequently with ECHS staff;
- Provide in-kind contributions such as internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students; and
- Participate in the development of curriculum in order to ensure that the curriculum is appropriately aligned to marketable skills.

I hope that you accept this letter as my commitment towards the Innovative Academy ECHS grant and provide Rio Hondo High School the chance to provide its student with the best occupational and educational opportunities possible.

Should you have any questions or concerns regarding this letter, please feel free to contact me at (956) 748-0033.

Thank you,

J. Matthew Eckert/J.M.E.

C.E.O. - Chief Executive Officer

Email: matthew@aaemanufcturing.com

28764 FM 106 Rio Hondo, TX. Phone #: (956) 748-0033 Fax #: (956) 748-0044



Texas A&M University-Kingsville Center for Student Success 700 University Blvd. RM 234 MSC 206 Kingsville, TX 78363 361.593.3290

October 31, 2016

To Whom It May Concern:

Texas A&M University - Kingsville (TAMU-K) is happy to provide this letter of support for Rio Hondo High School's Early College High School (ECHS) Innovative Academy grant application.

TAMU-K offers the courses necessary to support Rio Hondo Independent School District's (ISD) mission and objective to provide a course of study that enables participating students to complete their high school graduation requirements with up to 60 semester credit hours towards a Baccalaureate Degree.

TAMU-K understands and agrees that it will be one of several Institutions of Higher Education (IHEs) to partner with Rio Hondo ISD on this project.

TAMU-K currently partners with numerous campuses and is confident in its capacity to support Rio Hondo ISD. The Staff at TAMU-K are very excited to work with the prospective ECHS campus to offer at-risk students the opportunity to obtain a higher education.

If you have any questions or concerns, please do not hesitate to contact me at (361) 593-3290.

Thank you,

Dr. Nancy KingSanders AVP for Student Success

Drung Lenglands

INSTRUCTIONAL ADMINISTRATION

300 Homer Taylor Drive Sweetwater, Texas 79556

> 325-235-7316 Fax: 325-235-7404

October 28, 2016

To Whom It May Concern:

Texas State Technical College (TSTC) is happy to provide this letter of support for Rio Hondo High School's Early College High School (ECHS) Innovative Academy grant application.

TSTC currently has an active Memorandum of Understanding with Rio Hondo Independent School District (ISD) and proposes to continue the partnership to include the proposed industry courses listed in the ECHS Innovative Academy grant. TSTC understands and agrees that it will be one of several Institutions of Higher Education (IHEs) to partner with Rio Hondo ISD on this project.

If you have any questions or concerns, please do not hesitate to contact me at (325) 235-7316.

Thank you,

Marina Wilcox

Manua Wileyx

Vice President Student Learning/Chief Academic Officer



DUAL ENROLLMENT

3801 Campus Drive Waco, Texas 76705

> 254-867-0000 254-867-1234

Texas State Technical College Memorandum of Understanding Dual Enrollment

Texas State Technical College (hereinafter referred to as TSTC), an institution of higher education and an agency of the State of Texas, and Rio Hondo Independent School District (hereinafter referred to as HIGH SCHOOL PARTNER), enter into the following agreement for the 2016-2017 school year.

Now therefore, the parties to the Memorandum of Understanding (hereinafter referred to as MOU) mutually agree to the following:

Purpose

Whereas the purpose of this MOU is to outline the collaboration of the HIGH SCHOOL PARTNER, as listed above, in implementing the Dual Enrollment Program in compliance with Texas Higher Education Coordinating Board (THECB) Chapter 4-Subchapter D: Dual Credit High School Partnerships Between Secondary Schools and Texas Public Colleges, applicable state laws, and the rules and policies of TSTC and the HIGH SCHOOL PARTNER.

Student Eligibility Requirements

Prior to enrolling in dual enrollment course pathways, high school students must demonstrate eligibility to participate in academic or technical dual credit courses in compliance with THECB Chapter 4-Subchapter D and TSTC rules. Specific rules governing student eligibility are available online at www.tstc.edu.

HIGH SCHOOL PARTNERS must have an official Partnership with TSTC and meet the applicable eligibility requirements to participate in academic or technical courses.

Eligible Courses

Academic courses offered for dual enrollment credit must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manu (ACGM) adopted by the Texas Higher Education Coordinating Board (THECB) and must be



approved course inventory of TSTC and approved for dual credit by the applicable instructional Department and TSTC Dual Enrollment Office.

Technical courses offered for dual enrollment credit must be identified as college-level technical courses in the current edition of the Workforce Education Course Manual (WECM) adopted by the THECB and must be in the approved course inventory of TSTC and approved for dual credit by the applicable instructional Department and TSTC Dual Enrollment Office.

Remedial or Continuing Education Courses will not be offered as dual credit.

Instruction and materials for dual enrollment courses must be at a college-equivalent or enhanced level of the instruction and materials used for the identical course taught at TSTC as documented by the course information sheet (CIS) or syllabus.

Each dual enrollment class will be offered based on demand and will require a minimum of 10 officially enrolled TSTC Dual Enrollment students. Classes that are eligible for cross sections may be less than 10 students if approved by the College. Additionally, staffing and facility availability will determine course offering.

Dual enrollment courses offered at the off-site location must be composed solely of dual enrollment students and/or advanced placement students (AP). Exceptions must be formally requested in advance, in writing, by the HIGH SCHOOL PARTNER. Approval will be granted only if allowed by federal, state and local regulations.

Method of Delivery/Location of Class

It is anticipated that instruction shall be (1) delivered in the secondary school utilizing a certified Dual Enrollment HIGH SCHOOL PARTNER instructor with credentials meeting the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria; (2) delivered in the secondary school utilizing a TSTC adjunct instructor; (3) delivered on the TSTC campus utilizing TSTC faculty; or (4) distance learning.

Faculty Qualifications

All instructors must meet the minimum requirements specified by the Southern Association of Colleges and Schools Commission on Colleges and TSTC.

Instructors teaching courses which result in the award of dual credit must be employed TSTC faculty members. Instructors must also meet the same standards, review, and approval



procedures used by TSTC to select the faculty responsible for teaching the same courses at the main campus as per TSTC's standard operating system (SOS) document.

In accordance with House Bill 2504, all Dual Enrollment Adjunct Faculty must post their faculty vitae and TSTC course syllabi on their website at the start of each semester for easy access by the public. Additionally, official employment applications, official transcripts or other documents required for employment must be kept on file at TSTC.

TSTC shall select, supervise, and evaluate instructors for Dual Credit courses.

Supervision and evaluation shall include, but not be limited to:

- A. A coordinated classroom evaluation by TSTC.
- B. A TSTC end-of-semester course and instructor evaluation, if applicable;
- C. All adjunct instructors must attend a yearly instructor orientation/training session; and
- D. Adjunct instructors will be highly encouraged to attend TSTC faculty professional development activities.

TSTC will pay the Dual Enrollment Adjunct a stipend according to the current stipend guideline. Stipend payment to the adjunct instructor for qualified section(s) taught will be determined by the official census report generated by the TSTC Registrar.

Course Curriculum, Instruction, Grading, Textbooks and Materials

Designated College personnel will monitor the quality of instruction in order to assure compliance with the Dual Enrollment Course Agreement and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), TSTC and the HIGH SCHOOL PARTNER.

Either the HIGH SCHOOL PARTNER or student will be responsible to obtain the latest adopted editions of required textbooks on or before the first day of the college class.

All textbooks/supplemental materials, applicable insurance coverage, uniforms, associated travel expenses related to program competitions/events (e.g., Skills USA), chaperone expenses, etc., will be the responsibility of the HIGH SCHOOL PARTNER.

Grading will follow the course syllabus and approved TSTC Policy.



Transportation

TSTC assumes no obligation/responsibility for transportation of students to and from the TSTC Campus/ training facilities.

Enrollment. Admission and Registration

The HIGH SCHOOL PARTNER will designate a person responsible for coordinating and tracking submission of all documents required for admissions and registration. HIGH SCHOOL PARTNERS and Students will adhere to current TSTC policies and procedures in accordance with the established deadlines. The HIGH SCHOOL PARTNERS designated contact person will collaborate with TSTC's designated dual enrollment point-of-contact on all issues regarding Dual Enrollment, such as admissions, enrolling, monitoring, grading and reporting.

Transcribing of Credit and Student Withdrawal

A college grade shall be transcribed upon completion of the semester for the courses in which the student is officially enrolled and will adhere to the current grading policy.

The HIGH SCHOOL PARTNER agrees to evaluate the objectives to be achieved by students completing the TSTC dual enrollment college courses and to transcribe high school credit on the student's high school transcript accordingly.

Schedule changes, course additions, drops, and withdrawals will be processed based on established deadlines and must adhere to current policies and procedures.

Provision of Student Learning and Support Services

Students will have access to the TSTC Learning Resource Center, tutorial and mentor services. Students may request their official TSTC Transcripts via TSTC Web Advisor or in person at the TSTC Student Services Center.

Tuition/Funding Provisions

Tuition and fees for all dual enrollment students who meet TSTC eligibility/enrollment requirements will be waived up to six courses per year (fall, spring, summer). Students enrolled in more than six courses per year will be responsible for full tuition and fees.

All Dual Enrollment students will be charged an annual \$50.00 administrative fee.



Responsibility of Dual Enrollment Fee

Please confirm the party financially responsible for the dual enrollment fee by initialing one of the following.	i.
STUDENT DIRECT BILLING	

All students enrolling in TSTC dual credit courses shall be directly billed by TSTC and financially responsible for the annual \$50.00 fee payment. Student/Parent or Guardian will be billed after the registration period and enrollment verification is completed.

The HIGH SCHOOL PARTNER shall be directly invoiced by TSTC and held financially responsible for the annual \$50.00 fee payment of each individual student enrolled in dual credit courses. The High School Partner will be invoiced after the registration period and enrollment verification is completed.

Please circle the financially responsible party to be directly billed the full cost of tuition and fees incurred by students who register in more than six courses under the yearly limitation:

High School Partner Or Student/Parent/Guardian

Initials required: ______

Dual Enrollment Only Course Sections

TSTC may develop a course section specifically for dual enrollment students. Course section may take place at the high school campus, on the TSTC campus or, through Distance Learning.

Courses specifically designed for a high school partner held on the college campus and/or high—school partner requesting a TSTC instructor Adjunct Hourly Wage X Course Contact Hours = Cost to Dual Enrollment High School Partner. Applicable pay and mileage will be the responsibility of the Dual Enrollment High School Partner.



Academic Policies

All regular academic policies and procedures applicable to courses taught at TSTC shall also apply to all dual enrollment courses and students, including the Scholastic Standing System and its applicable consequences.

Discipline

Dual enrollment students must abide by the Code of Student Conduct outlined in the current TSTC Student College Catalog & Student Handbook. Dual enrollment students will be dismissed for disruptive behavior, excessive unexcused tardiness and/or absenteeism and will be referred to their high school principal or designee for disciplinary action. Dual credit students attending classes on a TSTC campus will be treated as college students. Students that have a free period while on TSTC campus will not be monitored and the HIGH SCHOOL PARTNER, to the greatest extent allowed by the laws and the Constitution of the State of Texas, holds TSTC harmless for any death, personal injury, property damage, and /or campus disruption caused by HIGH SCHOOL PARTNER personnel or their students. TSTC is not responsible for HIGH SCHOOL PARTNER students leaving TSTC grounds.

Counseling, Disabilities and Health Services

Students in dual enrollment courses will have access to the same or comparable support services that are afforded College students on the main campus. TSTC is responsible for ensuring timely and efficient access to such services (e.g., counseling and health), and to other benefits for which the student may be eligible, including disability and support services, to the same extent that the services are available to other TSTC students. Services such as these may require a signed student and/or parent consent form in order to receive services.

TSTC will adhere to and comply with current TSTC policies, procedures, federal, state, and local laws that govern the College for individuals and/or students with disabilities that require accommodations.

The HIGH SCHOOL PARTNER agrees that in classes for which college credit is awarded, accommodations will need to meet standards under the ADA and Section 504 subpart E, and will adhere to TSTC's current policies and procedures for determining reasonable accommodations and grievances. Service coordination and costs of required accommodations will be afforded through a collaborative effort.

The HIGH SCHOOL PARTNER agrees that classes in which high school credit is awarded, the ADA and Section 504 subpart D, accommodations will be the responsibility of the HIGH SCHOOL



PARTNER. If an accommodation fundamentally alters the course, college credit will not be awarded.

Building and information technology access will be the responsibility of the owner/provider of that Infrastructure, including access to web-based curriculum materials.

Students with disabilities who require accommodations will be required to self-disclose with the TSTC Counseling and Disabilities Office.

It is the responsibility of dual enrollment students and their parents/legal guardians or sponsoring agents to provide students health and accident insurance and hold TSTC harmless and to waive any claims, past, current or future, they may have for any death, personal injury, property damage, or accidents involving students or visitors while on the TSTC campus or off campus instructional site locations.

Behavioral Intervention Team (BIT) - Student Involuntary Health Separation/Withdrawal

For Behavior Intervention Team (BIT) concerns, TSTC will work collaboratively with the HIGH SCHOOL PARTNER designee as needed and when deemed necessary.

Prohibiting Sexual Misconduct & Gender-based Discrimination

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities which receive federal financial assistance. Title IX states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Texas State Technical College works to ensure and maintain a workplace and an educational environment free of, and protected from, sexual misconduct and discrimination based on gender. Texas State Technical College (TSTC) does not tolerate and expressly prohibits sexual misconduct which includes but is not limited to: sexual harassment, sexual assault, and/or sexual exploitation. No person, on the basis of sex, will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. This practice applies to all members of the TSTC organization including all employees, students, and visitors. This practice and procedure includes incidents occurring on and off campus that would cause a substantial disruption in the learning environment. The procedures also include complaints filed by visitors on TSTC property. Offenders are subject to disciplinary action including possible suspension/expulsion from the college or termination of employment.



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For definitions and the full procedure please see the Student Catalog and Handbook which can be found on-line at www.tstc.edu.

Student Complaints/Grievances/Compact with Texans

It is the practice of TSTC to seek fair, efficient, and equitable solutions for problems that arise out of the student/college relationship and to allow any student to be heard when he/she feels that his/her rights have been violated or that an action taken by an employee of the college is unfair.

Most questions or complaints can be resolved through routine channels. Students are encouraged to discuss questions or complaints with the instructor or employee with whom the question or complaint has arisen. Complaints received verbally and resolved through routine channels are not considered official written complaints and are not subject to this procedure.

For more information and the formal grievance procedure please see the Student Catalog and Handbook which can be found on-line at www.tstc.edu.

FERPA

Parties agree to maintain the records for all students in accordance with all applicable federal, state, and local laws. For the purposes of this agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), TSTC hereby designates the HIGH SCHOOL PARTNER as a school official with legitimate education interests in the educational records of the students who participate in the dual enrollment program to the extent that access to the records are required by the HIGH SCHOOL PARTNER to carry out the functions of the program. Parties agree to maintain the confidentiality of the students' educational records in accordance with the provisions of FERPA. The parties shall not release educational records to any third party without written consent by the affected student.



Terms, Effective Date and Termination

The effective date of this agreement is August 1, 2016. This agreement shall continue for one (1) year after the effective date, and will be renewed on a yearly basis.

<u>Signatures</u>

y 11 ...

The persons signing this MOU represent, each to the other, that they are authorized to sign for and bind their respective institutions.

Amendment

Any change to the terms of this MOU must be presented in written form and agreed upon by both TSTC and the HIGH SCHOOL PARTNER at least thirty (30) days before any term or provision may be changed.

Texas Public Information Act

Notwithstanding any provisions of this Agreement to the contrary, the HIGH SCHOOL PARTNER understands that TSTC will comply with the Texas Public Information Act, Gov't Code, Chapter 552 as interpreted by judicial opinions and opinions of the Attorney General of the State of Texas. TSTC will notify HIGH SCHOOL PARTNER of receipt of a request for information related to this Agreement. HIGH SCHOOL PARTNER will cooperate with TSTC in the production of documents responsive to the request. HIGH SCHOOL PARTNER may request that TSTC seek an opinion from the Attorney General of the State of Texas, however, TSTC will not honor HIGH SCHOOL PARTNERS request for an opinion if the request is not based upon a reasonable interpretation of the Texas Public Information Act. Additionally, HIGH SCHOOL PARTNER will notify TSTC Office of General Counsel of any third party requests for information that was provided by the State of Texas for use in conducting this Agreement. This Agreement and all data and other information generated or otherwise obtained in the performance of its responsibilities under this Agreement may be subject to the Texas Public Information Act. HIGH SCHOOL PARTNER is required to make any information created or exchanged with the state pursuant to this contract, and not otherwise accepted, from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to the state. HIGH SCHOOL PARTNER agrees to maintain the confidentiality of information received from the State of Texas during the performance of this Agreement, including information which discloses confidential personal information particularly, but not limited to, social security numbers.



<u>TSTC</u>	
Texas State Technical College 3801 Campus Drive Waco, Texas 76705	
By:	Date:
Dr. Elton Stuckly, Jr. Vice Chancellor, Chief Operations Officer	
Rio Hondo Independent School District 215 West Colorado Street Rio Hondo, Texas 78583	
3v: Smalta	Date: 6/13/16
Ismael Garcia	
Superintendent	

